

FEDERAL AID FOR THE EDUCATION OF
PHYSICALLY HANDICAPPED CHILDREN.

Charles Scott Berry.



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Federal Aid for the Education of Physically Handicapped Children

CHARLES SCOTT BERRY

THERE is a great need for a federal census of the handicapped children of this nation because it is necessary to find the handicapped child before we can educate him. Through the federal census of livestock, we have reliable information in regard to the number of pigs, chickens, and cows in every county of every state in the Union. Yet we do not have reliable data on the number of physically handicapped children in the United States. If it is wise, as it doubtless is, to spend large sums in making a survey of the physical resources of the nation, is it not equally wise to spend what may be necessary to

make a survey of our human resources?

Numerous efforts have been made to secure accurate information in regard to the number of physically handicapped children in particular cities and sections of the country. Upon the data secured by these scattered surveys, it is possible to estimate the approximate number of children in each of the major groups of the physically handicapped.

Another method of determining the percentage of elementary and secondary school children in the United States of any given type who should be in special classes is to take as a standard the city that has the largest

percentage of its enrolment in that type of class. For example, Cincinnati has enrolled in sight saving classes .18 per cent of the total enrolment of its elementary and high school grades. If this same percentage holds for the country as a whole, there are approximately 48,000 partially seeing children in the United States who require special education.

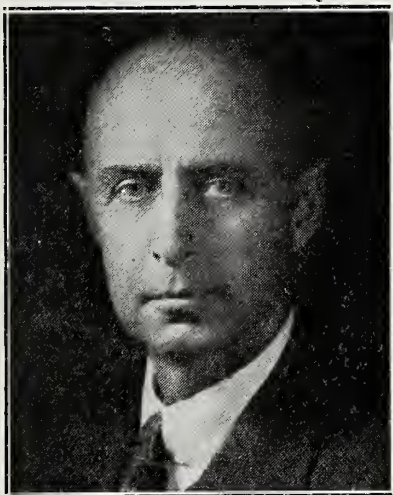
By whichever method we compute the total number of physically handicapped children, we find that there are approximately 1,800,000 who are in need of much more adequate facilities than can be provided for

them in the regular grades.

The numerical division of these children by types is approximately as follows:

- a. Blind and partially seeing ...
..... 52,868 or 0.2 per cent
- b. Deaf and hard of hearing ...
..... 370,079 or 1.4 per cent
- c. Crippled ..105,736 or 0.4 per cent
- d. Defective in speech
..... 1,057,368 or 4.0 per cent

• CHARLES SCOTT BERRY, PH. D., is director of the Bureau of Special and Adult Education, and professor of psychology at The Ohio State University, Columbus. The accompanying article is a slightly revised version of a paper read by him February 19, 1938, at the Buffalo Convention of the International Council.



Charles Scott Berry

American Journal of Diseases of Children; Journal of Industrial Hygiene; Journal of Social Hygiene; Journal of School Health; American Journal of Nursing; Hygeia.

Problem Children

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. "Appendix," pages 446-60; "Bibliography," pages 461-88 in Section IV C2: The Handicapped. Committee on Socially Handicapped—Delinquency, Hon. Frederick P. Cabot, Chairman. *The Delinquent Child*. New York: The Century Company, 1932.

Association: National Conference of Juvenile Agencies.

Periodicals: *Annals of American Academy of Political and Social Science; Occupations.*

Retarded (Generally) Children

Excellent courses of study are those of the Minneapolis Public Schools for different levels, with related handwork.

Associations: Child Development Institute, Teachers College, Columbia University; Child Welfare League of America.

Retarded (Mentally) Children

INGRAM, CHRISTINE P. *Education of the Slow Learning Child*. Yonkers-on-Hudson, New York: World Book Company, 1935.

Extensive bibliographies at chapter ends. Part III, "The Borderline—The Dull Normal Child," is especially helpful to the teacher.

For curricula, these two references are valuable:

MARTENS, ELISE H. *Guide to Curriculum Adjustment for Mentally Retarded Children*. United States Office of Education Bulletin, 1936, No. 11. Washington, D. C.: Superintendent of Documents, 1936. 133 pages.

RANDALL, FLORENCE. "Work of Special Classes (in High School), Mentally and Psychologically Retarded." *California Journal of Secondary Education*, 10 (October, 1935), pages 462-65.

Develops units of learning from the experiences of high school boys.

Association: American Association on Mental Deficiency.

Foundation: American Foundation for Mental Hygiene.

Periodicals: *Journal of Abnormal and Social Psychology; Mental Hygiene.*

Speech Disorders

MULGRAVE, DOROTHY I. *Speech for the Classroom Teacher*, pages 387-88. New York: Prentice-Hall, Inc., 1936.

Selected, up-to-date bibliographies listed under headings, parts XIV to XVII especially helpful to teachers and parents on speech troubles.

The speech correction courses of study and individual exercises of the public school systems of Detroit and Denver are outstanding.

Associations: National Society for the Study and Correction of Speech Disorders; National Association of Teachers of Speech.

Periodicals: *The Journal of Speech Disorders; The Quarterly Journal of Speech; Speech.*

FURTHER REFERENCES

To secure other bibliographies up to 1935, use:

MONROE, WALTER S. AND SHORES, LOUIS. *Bibliographies and Summaries in Education to July, 1935*. New York: The H. W. Wilson Company, 1936. 470 pages.

For later bibliographies and for bringing bibliographies up to date, run backward through the *Education Index* from the last issue, until you join onto previous bibliographies. Use the likely

(Continued on page 45)

e. Delicate (lowered vitality) . . .	
.....264,342 or 1.0 per cent	
<hr/>	
Grand total	
.....1,850,393 or 7.0 per cent	

This grand total represents 7 per cent of the 26,434,193 children enrolled in the public schools of the United States in 1933-1934.

The number of physically handicapped children in this country who were receiving special education in 1935-1936 was 166,248. By types they were distributed as follows:

Type	Number
a. Blind and partially seeing . .	12,913
b. Deaf and hard of hearing . .	24,701
c. Crippled	22,802
d. Defective in speech	81,485
e. Delicate (lowered vitality) . .	24,347
Total	166,248

It is to be noted that only 9 per cent of the physically handicapped children in the United States who require special education are actually receiving it. Also to be noted is the inequality of the distribution of special education among the different types. The percentage of either the blind and partially seeing or of the crippled is approximately three times that of either the deaf and hard of hearing or of the defective in speech. In this connection it should be said, however, that the great majority of both the deaf and the blind are enrolled in special classes, but for the others very little has yet been provided, particularly for the hard of hearing. The history of the work for the deaf and blind in this country goes back more than one hundred years, but special education for the hard of hearing, the partially seeing, the crippled, the defective in speech, and the delicate was started at about the beginning of the present century. It has taken 36

years or three generations of elementary and high school pupils, to provide special education for 9 per cent of the physically handicapped children who require it. At this rate 33 generations of these children will pass through our schools before the necessary facilities will have been provided for all who are in need of them.

There is marked variation in the extent to which the various states are providing such programs. Generally speaking, the states that are providing little or nothing fall into two groups. The first consists of those states that are sparsely settled such as Nevada, Idaho, Arizona, and New Mexico. These have few cities; and special education, except for the deaf and the blind who are sent to residential schools, is generally confined to large cities.

The second group of states that are providing very little for their special children falls in the low income class. They are Alabama, Arkansas, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, South Dakota, and Tennessee. These are the nine states in the Union that have the lowest incomes per pupil enrolled in public elementary and secondary schools.

The states that are foremost in this field are usually either those that have the highest income per child enrolled in the public schools, or those that provide state aid for the education of the physically handicapped, or both.

The nine states that had 15 per cent or more of their physically handicapped children enrolled in special education in 1935-36 were California, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, Pennsylvania, and Rhode Island. All of these except Michigan and Minnesota are among the first twelve states of the Union with respect to income. But Michigan and Minnesota are among the comparatively

few that provide for state aid.

State aid has resulted in special education being provided for thousands of children, especially those from rural communities and smaller cities, who otherwise would have been neglected. What chance is there, though, for states in the lowest income group to provide such aid, especially when they find it difficult if not impossible to provide adequate education for the children who are not handicapped. North Dakota and South Dakota are spending 5.57 per cent and 6.13 per cent respectively, of their income on their public schools as compared with 3.6 per cent and 3.35 per cent for California and New York. Yet North Dakota and South Dakota are actually spending per pupil enrolled in public elementary and secondary schools less than \$60, whereas California is spending \$111, and New York, \$124. To carry the point further, compare these amounts with the \$19 per pupil spent by Mississippi. Yet Mississippi is spending a larger percentage of her income on schools than either California or New York in spite of the fact that the latter are spending five or six times as much per child.

Federal aid for special education is needed for several reasons:

1. Federal aid is needed to enable those states with insufficient income to provide for their physically handicapped children. The income of Massachusetts, New York, or California per pupil enrolled in public elementary and secondary schools is more than three times as great as the corresponding income of Alabama, Georgia, Tennessee, Kentucky, North Carolina, South Carolina, or Mississippi. It is not surprising that the latter states are providing special education for less than 2 per cent of their physically handicapped children as compared with 17

per cent each for California, New York, and Massachusetts.

2. Federal aid is needed for such sparsely settled states and territories as Nevada, Wyoming, New Mexico, Arizona, Idaho, and Alaska. Compare these states, no one of which has as many as six persons per square mile, with Massachusetts and Rhode Island which have 528 and 644 persons, respectively, per square mile. The long distances to be travelled greatly increase the cost of special education, and the lack of state-wide private organizations interested in the work retards development.

3. Federal aid is needed to stimulate the wealthier states to provide for a larger percentage of their children. At the present time no state is providing special education for more than approximately 25 per cent of its physically handicapped children. At the present time the program is confined largely to the more serious cases, and comparatively little is being done for those with minor physical defects, although the former are in large measure recruited from the latter. Not until early correction and prevention receive more active attention, can we hope to reduce in any marked degree the number of the physically handicapped; nor until more money is made available can we hope for much change in existing practice.

In addition to the above urgent needs, there are a number of other reasons why the Federal Government should assume this responsibility.

1. The proposal is in line with desirable precedent. In 1864 the Federal Government founded Gallaudet College in the District of Columbia to provide higher education for the deaf. In 1879 the Federal Government subsidized the American Printing House for the Blind at Louisville, Kentucky, and since that

time braille books have been furnished to all schools for the blind in the United States. In 1920 the National Vocational Rehabilitation Act was passed, and that work proved so successful that by 1935 the amount of Federal aid had been practically doubled.

2. The Government should fill the gap in the program that it has already inaugurated for the care, treatment, and training of the physically and socially handicapped. Under the Social Security Act of 1935, Federal aid is provided for the support of dependent children and medical service for crippled children, and vocational rehabilitation is continued for disabled children of employable age. Yet no Federal aid is provided for the education of physically handicapped children. Without special education, the medical care and treatment which the Government has made possible for crippled children will not prepare them adequately to live happily and successfully with their normal fellows. Furthermore, without special education, physically handicapped children are not prepared to make the most of their training through vocational rehabilitation. If the program now supported by the Federal Government is to be most effective, it is imperative that it be extended to include special education.

3. It is the function of the Federal Government, when other means are inadequate, to help its citizens who are in distress. In times of drought, flood, and fire our Government has never failed to respond promptly and effectively to the cry for help. When state and local forces were unable to protect children from the most feared of all criminals, kidnapers, the appeal to the Government was not in vain. Is it not just as much a function of the Federal

Government to protect handicapped children from that insecurity that results from inadequate education since state and local governments are unable to do so?

4. The Federal Government should complete its conservation program. It is wisely spending huge sums in the conservation of the material resources of this country. Is it not even more important that the Government spend what may be necessary to conserve the human resources of this nation represented in these handicapped children? Under existing social conditions, no appreciable part of the nation can either suffer or prosper without affecting the whole.

The Pepper Bill S.1634, which was introduced into the United States Senate last year, provided for the annual appropriation of 11,580,000 dollars for the education of physically handicapped children. The provisions of this bill were such as to insure:

1. A huge increase in the ratio of physically handicapped children of the United States who would receive special education

2. Better equalization among the various states of educational opportunity for physically handicapped children

3. Equalization of educational opportunity between rural and urban areas and among the different types of physically handicapped children within each state

4. Closer cooperation among local, state, and national organizations interested in the care, treatment, and training of such children

Although the Pepper Bill was not passed, it stimulated organizations and individuals interested in physically handicapped children to renewed efforts. Through these organizations our

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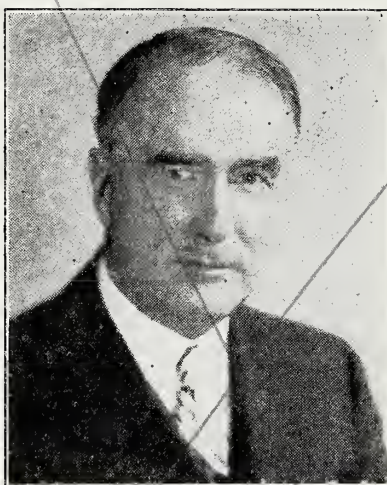
The Opportunities of Special Education

FRANK L. BEALS

IN the overwhelming rush of civilization the vanguard is composed of youth. Their forward march is not timed to the steady tramp, tramp, tramp of healthy children alone, but to the shuffle and drag of the lame, the hesitating step of the blind, the uncertainties of the deaf, and the lag of those sick in body and mind. They are all enlisted in this moving army, ready to share its burdens, to fight its battles, and to make such contribution as they may to human progress. How well they will qualify for these responsibilities, however, depends on us. May we either see that they are educated and trained to be self-sustaining, or at least partially so, or we may accept them as social and economic liabilities for the duration of their lives.

Potentially, the handicapped child may be regarded as a social asset. Whether he actually becomes so depends upon society's attitude toward him. Special education has gone farther in the care of the crippled, the blind, and the deaf than in the care of the other types of handicapped. It is just as important that the child suffering from mental retardation or arrested mental development, the child suffering from the effects of venereal disease, inherited or acquired, the child who is

undernourished, the child who labors under a serious speech difficulty, or the child who suffers from psychopathic difficulties or emotional disturbances receives proper care and educational attention as it is for the others. This much needed expansion of the work is a challenge and an opportunity for those who are interested in this field.



Frank L. Beals

VOCATIONAL TREND IN EDUCATION

For the most part, we may say that the young people in college today are studying for a definite purpose, and that that purpose has something to do with earning a living. The young man who wants to be a lawyer, looks forward to the day when he will be admitted to the bar—a day

when he may be able to earn his own living. The future doctor hopes to have a large practice, the student architect dreams of preparing plans for wealthy clients, and the young woman in normal school trusts that some day, somewhere, a board of education will place her name upon its payroll.

You have very likely made note of

• MAJOR FRANK L. BEALS, M. A., is assistant superintendent of schools in charge of special education, Chicago, Illinois, and is a member of the Journal's advisory board. The accompanying is an abstract of the banquet address which Major Beals delivered at the Buffalo Convention.

The truants, the delinquents, and the incorrigibles interest me. Our two buffer, or adjustment schools, serve to reduce the number of boys and girls who without them would be brought into contact with the courts. In addition to these schools we have five truant rooms located in elementary schools, and they help in solving the problem. We still retain our Parental School for boys and girls who cannot be adjusted otherwise. In addition to these institutions we have some that are largely supported by philanthropies. There is also one other institution that fits into this picture—a day school for colored girls within the compulsory school age who are pregnant or who have become mothers. They have their school in a suitable apartment where they attend daily. The Board of Education furnishes them with the food for luncheon, which they prepare under the direction of a competent teacher. They learn to keep house, to cook, to sew, and to care for the baby. If they are expectant mothers they make clothing for the baby, they learn personal hygiene, and they have the benefit of clinical care. After the child is born, if there is no one at home to care for it, the girl brings it to school and it is adopted by the entire class. Many of the girls who have gone through this school have married and established successful homes.

In the Juvenile Detention Home, which is operated under the direction of the Juvenile Court, we maintain a school with ten teachers. Between five and six thousand children pass through this school every year. It maintains touch with the child's home school and exerts a socializing influence, about the only one with which he comes in contact, and keeps the youngster school-conscious.

Recently the Council for the Prevention of Juvenile Delinquency of the State of Illinois concluded a most valuable study. It was found that delinquency is associated generally with the following facts:

1. The school program does not meet the needs of the child.
2. There is an absence of individual guidance.
3. Seventy-five per cent of the court cases are known to the school authorities as truants.
4. There is a lack of recreational facilities and congregating places for youth.

The survey was made on 600 graduates of the St. Charles School for Boys, 72 per cent of whom continued in crime after being released from that institution. In general it was found that the home, community and the home school had failed in some particular, and that such failure resulted in delinquency and crime. What a challenge to and splendid opportunity for the field of special education.

● Federal Aid

(Continued from page 41)

general public and our representatives in Congress became much better informed in regard to the needs and the possibilities of the handicapped child. Such gains are of great significance and must not be lost through a lapse of activity on our part. By constantly being on the job of extending the circle of friends of special education through familiarizing people with the work, and by working diligently and unitedly on a federal legislative program until it is realized, we shall eventually bring to the physically handicapped child those opportunities to which he as an American citizen is entitled.

the fact that of the vocations I have mentioned, I have included only the professions. That I have done purposely. In all parts of our country are thousands of boys and girls in the elementary schools and in the secondary schools following courses of study that lead them directly into the colleges, and from the colleges into the professions. It happens, however, that the majority of those boys and girls will not attend college, much less enter the professions. They stand, then, in the position of preparing for one type of vocation and later of earning their living in another for which they will not be prepared. On the other hand, vocational education has arrived. No longer is it looked upon as the education for the mentally deficient, or as something with which to attract the truant and the incorrigible back into school. It is coming to be recognized as the type of education best suited to the needs and interests of a large proportion of our perfectly normal boys and girls. If this theory is sound, and I am convinced that it is, with how much more force does it apply to many of our handicapped children.

CHICAGO'S PROGRAM

As is the case in many places, Chicago's crippled children are provided for through the elementary and high school grades. We transport them in buses, provide the prescribed treatments by trained physiotherapists, take them to and from clinics, furnish them with a substantial breakfast when they arrive in the morning and with a good hot lunch at noon, see that they have the proper amount of rest, provide supervised play, and give them the best in the way of an education.

Children in hospitals are also given the best possible educational advan-

tages, including a large class of patients in the Municipal Tuberculosis Sanatorium. Nor do we neglect the children infected with venereal disease whether they are in hospitals or institutions. Our poorly nourished children attend school in our open window rooms. They have comfortable cots and mattresses, good wool blankets and plenty of milk and nourishing lunches.

The braille and sight saving classes are conducted from the kindergarten through the senior high school. The work done in our classes for the deaf is something in which we feel some pride. Every child who can profit from it, has access to one of the latest models of hearing aids. During the past year we started high school classes for these children also, one in a regular academic high school, another in a technical high school, and two classes in our leading trade school. The teachers in these classes continue the training in lip reading and serve as coaching teachers to see that no one of their charges misses anything that normal children have.

Our educational provision for the backward, the slow learners, the retarded, has undergone a great expansion within the past two years. The number of classes has been increased by almost one-third during that time. As a result of experimentation, we have discarded many of the older ideas and practices, and have reorganized the plan of educating these children from a horizontal plane of accomplishment to a vertical ladder of achievement. This ladder begins with the primary ungraded room. The second rung is the intermediate ungraded room, the third the lower vocational center, and the fourth is the vocational center.

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